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ABSTRACT

The approximately 100 participants in this conference, who represented a wide variety of educational and noneducational agencies in and outside Oregon, learned new strategies for networking: shared information about the extensive base of human and material resources available to support school improvement in the state: developed ideas on how groups might collaborate to share resources across organizational boundaries: and passed resolutions commending the Oregon Department of Education for the conference and mandating its continued leadership role in creating a statewide resource sharing network. Conference activities are summarized, including a welcoming address, a context-setting overview, a perspective on the particular concerns of Oregon educators, discussion of the development of a resources notebook, a presentation on networking, small group discussions, and an evaluation session. The report also provides a list of participants, an agenda, sample entries for the Oregon Resources Inventory, excerpts of presentations and publications, readings on dissemination, a selected bibliography on networking, and a conference evaluation form. (RAA)

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OREGON STATE DISSEMINATION CONFERENCE

"Bridging Resources with Needs"

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Margaret Thorne

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Country Squire Inn
Eugene, Oregon
October 25-26, 1979

Sponsored by
the Oregon Department of Education
In cooperation with
Northwest Regional Educational Laboratory

An Action Report

Northwest Regional Educational Laboratory
DISSEMINATION PROGRAM
710 S.W. Second Avenue
Portland, OR 97204

November 1979

JUN 20 1980

Introduction

The success of the Oregon State Dissemination Conference demonstrates once again the power of interagency collaboration and the commitment of Oregon educators to their colleagues and their schools.

Sponsored by the Oregon Department of Education and held in Eugene, Oregon on October 25 and 26, 1979, the conference drew approximately 100 people from a wide variety of educational and noneducational agencies in and outside Oregon.[1] Many local Oregon schools, districts and intermediate service agencies were represented, along with state and regional service groups and the National Institute of Education.

Conference sessions were organized around the theme, "Bridging Resources with Needs." Participants learned new strategies for networking and shared information about the extensive base of human and material resources available to support school improvement in Oregon. Small-group planning sessions yielded a proliferation of ideas on how groups might collaborate to share resources across organizational boundaries.

Participants passed resolutions commending the Oregon Department of Education for the conference and mandating the Department's continued leadership role in creating a statewide resource sharing network.

The success of the conference has also been apparent in the enthusiasm of participants during and after the two-day experience, in the creative ideas generated during the planning sessions, in the formal evaluation results and in the many letters of commendation and support received by Superintendent Vern Duncan for Department leadership in state resource networking.

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[1] A list of participants appears at the end of this report

Background

Prior to describing conference activities in detail, it may be helpful to provide some background information on how the conference came to be held, especially for readers of this document who were not directly involved in the planning efforts.

The Oregon Department of Education, recognizing the value of interagency collaboration and sharing, particularly in an era of scarce resources, has worked closely with Northwest Regional Educational Laboratory's Dissemination Program to create a system for resource exchange in the state and the region. Department of Education staff were therefore very eager to join with the Dissemination Program and the other states in the region in what has come to be called the Northwest Regional Dissemination Configuration Project.[2]

Supported by the National Institute of Education, the Configuration Project has made possible a resource sharing conference in each of the states. It is also providing support for developing notebooks which describe educational resource and service groups in each state. Oregon's conference and forthcoming resource notebook, therefore, have a dual purpose. While the conference and the notebook are organized around the particular concerns of Oregon educators, they are also intended to support the eventual development of a regional resource sharing network.

The Oregon Department of Education engaged the assistance of individuals from other educational agencies in planning the conference. Educational Service District personnel, staff of the NWREL Dissemination Program and representatives from higher education and the US Office of

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[2] Together, the states of Alaska, Hawaii, Idaho, Montana, Oregon and Washington comprise the Northwest Regional Exchange, coordinated by the NWREL Dissemination Program. The Configuration is a special project of the Exchange.

Education--Region X joined with DOE staff in planning a conference which would be maximally responsive to the concerns of Oregon educators. The original recipients of letters of invitation represented all levels of involvement in education, and efforts were made to publicize the conference as open to anyone interested in educational resource sharing. Given the numbers of people who attended and the variety of organizations represented, these efforts were clearly successful.

Conference Activities

On the morning of October 25, participants heard a welcoming address delivered by George Katagiri of the Oregon Department of Education. Katagiri underscored the importance of resource sharing and called attention to some of the many challenges and benefits which present themselves to resource "networkers." After a brief review of the conference agenda (Attachment A),[3] he encouraged those in attendance to participate actively during the remainder of the conference. Katagiri then introduced Virginia Thompson of the Northwest Regional Educational Laboratory.

After presenting a brief, context-setting overview of national dissemination efforts, Thompson introduced a one-hour videotape entitled "Nearly Everything You Wanted to Know About Dissemination But Were Too Befuddled to Ask."[4] While taking a wry, humorous approach to its subject,

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[3]Recipients of this report who did not attend the Oregon Resource Sharing Conference will find conference materials attached. Those who did attend are encouraged to refer to their conference packets as they review the events which occurred during the two days.

[4]Originally produced by the Department of Special Education, University of New Mexico, for the 1978 National Dissemination Forum, this 3/4" color videotape is available on loan from NWREL. Written requests are preferred. Write to: Virginia Thompson, Director, Dissemination Program, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204.

this presentation is extremely informative about the current national state of educational resource dissemination and the issues facing those with dissemination responsibilities. Conference participants were both entertained and reassured that the kinds of communication and coordination concerns they face are widespread and are being addressed at the national level.

The particular concerns of Oregon educators received attention next, as Dr. Donald E. Egge, Associate Superintendent, Oregon Department of Education gave his perspective on the state's resource needs and the challenges facing conference participants and other Oregon educators. Egge cited many of the kinds of pressure on the schools today, and emphasized the need for Oregon educators to have professional support systems available to them. He spoke in support of the development of a statewide resource sharing network and encouraged conference participants to take active roles in making the network a reality.

The rich educational resource base in Oregon was highlighted by Virginia Thompson, as overhead transparancies were used to display some of the numerous resource centers and service providers across the state. The growing stack of transparancies challenged participants' eyesight and offered a dramatic display of these resource and service groups. The accompanying commentary stimulated participants to consider ways to develop more efficient linkages among these and other agencies and projects. Another activity which took place during the morning session was the completion by conference participants of a Linker Form developed by National Testing Service. Designed to gather information about the roles and functions of those involved in educational linkage,

the forms were completed and submitted by approximately three-fourths of the participants. Of particular interest among the results were the makeup of the group by type of organization and present professional position and the dissemination functions in which participants are currently engaged. As shown on Chart 1 on the following page, a wide variety of organizations were represented, as were the roles within each. Administrators at the local education agency level formed the largest single group, closely followed by Department of Education staff and information/dissemination specialists from Education Service Districts around the state. The strong representation of these and other key educational personnel at a conference devoted to resource network building is extremely encouraging.

The four dissemination functions cited in Chart 2 on the following page were generated by the National Dissemination Analysis Group and "ratified" by participants at the National Dissemination Forum in 1977. Asked to indicate the frequency with which they engage in each level of educational dissemination, Oregon conference participants generated responses indicating that most are frequently involved in all four functions. As might be anticipated, very frequent involvement in "spread" activities characterized the functions of the single largest number of participants.

Reconvening after lunch, conference participants were invited by Virginia Thompson to scan their Oregon Resource Inventory materials (Attachment B). The purposes of compiling the resource notebook were reviewed, followed by small group work in which participants generated listings of additional resource groups for inclusion.

Joe Pascarelli of the Northwest Lab engaged participants in completing a form indicating areas in which resources and/or other kinds of support

CHART 1

PROFESSIONAL POSITIONS OF LINKER FORM RESPONDENTS

Local Education Agency	
Teacher	3
Administrator	18
Education Service District	
Consultant	7
Administrator	8
Support Staff	1
Project Director	3
Information/ Dissemination Specialist	15
Department of Education	16
Jr Colleges/Colleges/Universities	9
Educational R&D Lab/Center	
Professional	7
Administrator	2

CHART 2

LEVEL OF INVOLVEMENT OF LINKER FORM RESPONDENTS IN DISSEMINATION FUNCTIONS

	Never 1	2	3	4	Usually 5
SPREAD	3	3	3	16	47
EXCHANGE	2	9	15	13	29
CHOICE	4	11	11	20	17
IMPLEMENTATION	4	10	15	12	20

are adequate, needed, available, etc. Study of participant responses can be expected to yield information about areas where the potential for resource sharing might be explored.

This activity marked the end of the formal Thursday sessions and was followed by several informal activities. Ron Slade, information retrieval specialist from the University of Oregon, conducted a computer searching demonstration, and staff from several of the organizations represented at the conference set up exhibits displaying their groups' resources.

The conference dinner provided opportunities for participants to make contact with new people and to discuss the day's activities. Dr. W. Ed Ellis, Assistant Director for Regional Programs at the National Institute of Education, spoke about the Institute's role in school improvement programs. Following the dinner, participants had additional opportunities to interact, examine the resource displays and so forth. Many retired to their rooms to read the materials on networking and dissemination included in their conference packets in preparation for the Friday sessions (Attachments C through I).

Joe Pascarelli opened Friday's activities with introductory comments about the videotape viewing that comprised the morning session. Each of three videotape monitors offered a different presentation on networking by an expert in the field, and with each videotape shown twice, each participant was able to view two of the three presenters. Matthew B. Miles from the Center for Policy Research in New York, L. Allen Parker of the Center on Technology and Society in Cambridge, Massachusetts, and Seymour B. Sarason of Yale University each presented his research findings

and personal perspective on networking.[5] In preparation for this activity, participants were given two handouts (Attachments J and K) to stimulate their thinking about networking and to record notes and impressions for the discussions following the viewings.

Following lunch, participants became engaged in small group work aimed at identifying next steps in the development of a resource sharing network in Oregon. The first of these sessions involved participants in random groupings generating ideas for resource sharing which 1) can be implemented in the immediate future and 2) should be considered for implementation over a longer period of time. Participants then grouped themselves according to the type of agency they represented and generated ideas in the same two categories which their kind of agency might address. Finally, participants regrouped again and clustered the agency-specific suggestions which had been offered so that these might be used in future planning. Chart 3 on the following page displays these suggestions.

Groups which were not engaged in the clustering of participant suggestions pursued other tasks, such as generating ideas for a yearly resource sharing conference and forming an advisory committee for the development of the resource notebook. Especially significant among the outcomes of this work were the resolutions drafted by a group assembled for that purpose and later adopted by conference participants as a whole.

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[5] These presentations were given at a national seminar presented by the NWREL Dissemination Program earlier in the month. Held in Washington, D.C. and attended by educators from around the country, this seminar was titled "Networking: An Essential Dissemination Process".

CHART 3

SUGGESTED ACTIVITIES SUPPORTING THE DEVELOPMENT OF A RESOURCE SHARING NETWORK

Local Education Agencies

1. Develop a statewide student advocacy network
2. Develop a resource exchange network
3. Develop/share a list of exemplary programs (OEPBS newsletter)
4. Develop a network for staff development/inservice
5. Establish a hotline to clearinghouse linker source

Education Service Districts

1. Develop/utilize a process for building human resource files
2. Develop consistent service guidelines (propose to OAESP, SEA, ECC)
3. Identify existing networks available to ESDs and refine use of/ access to them
4. Educate/inform SEA/LEAs regarding the role/function of ESDs
5. Increase face-to-face contact with SEA/LEAs

State Education Agency

1. Provide leadership/coordination for statewide resource sharing network, including linker training
2. Identify key resource people, organizations, products, programs, knowledge and sources of fiscal support
3. Conduct network needs assessment to determine areas where support is most needed
4. Utilize already established, effective networks
5. Establish better internal network/identify key contacts within SEA
6. Provide technical assistance in implementing federal laws

Higher Education/R&D Labs and Centers

1. Provide internships for staff of like agencies/organizations
2. Make site visits to one another's workplaces
3. Share tasks based on shared priorities
4. Identify resources, networks, models and strategies
5. Test networking strategies
6. Conduct formative evaluation of effectiveness of state networking

The first resolution reads:

"Resolved:

1. That the Oregon Department of Education assume the leadership role in forming a statewide network for information and resource sharing.

2. That the Department appoint an ad hoc advisory committee for network development.

3. That This advisory committee meet before January 31, 1980."

A second resolution was passed commending the Oregon Department of Education for leadership in sponsoring the conference.

In the final conference activity participants heard brief presentations given by several individuals, each of whom spoke from the perspective of the kind of agency or organization he or she represented. These were:

Federal Agency - Ed Ellis, NIE
Regional Activities - Virginia Thompson, NWREL
State Agency - George Katagiri, Oregon State Department of Education
Higher Education - Dick Arends, College of Education, University of Oregon
ESD - Jim Maxwell, Lane ESD

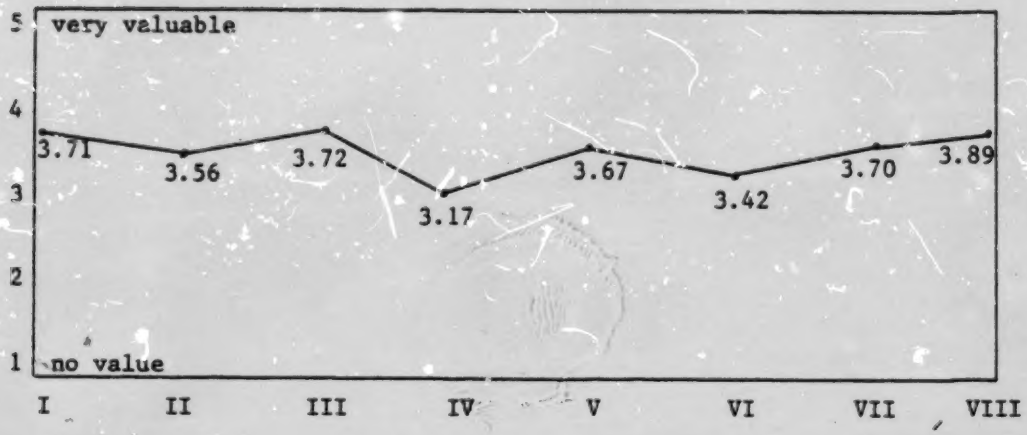
Travel schedules necessitated that the local education agency speaker leave before this part of the conference.

Evaluation forms (Attachment L) were distributed and collected at the end of the conference. Participants were asked to rate each major conference activity along a continuum from "No value" to "Very valuable." Thirty-eight evaluation forms were returned. The numerically averaged results, as displayed in Chart 4 on the following page, indicated a positive activity-by-activity response and an even more positive response to the conference as a whole.

George Katagiri thanked participants for their efforts during the conference and spoke enthusiastically of their accomplishments and

CHART 4

OREGON CONFERENCE EVALUATION RESULTS



I. Introductions and Background Information

II. Status Report of Dissemination Programs Including a National and State Perspective

III. Reviewing Existing Resources and Services

IV. Displays, Demonstrations, etc.

V. Videotapes of Networking Presentations

VI. Towards a Sharing Network--A Panel

VII. Towards a Sharing Network--Job-Alike Groups

VIII. Overall Conference Rating

planning ideas. The conference was adjourned among high spirits and strong conviction that educators in Oregon have taken a major step toward the development of a statewide resource sharing network.

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ATTACHMENTS

A Agenda--Oregon Resource Sharing Conference

B Oregon Resource Inventory

C "Relationships Among Dissemination and School Improvement"

D Excerpts from Networking

E Excerpts from book review of Human Services and Resource Networks

F Excerpts from "Networking": Educational Program Policy for the Late Seventies

G Excerpts "Networks for Mutual Assistance and Collaborative Development"

H Readings on Dissemination and Change

I Selected Bibliography on Networking

J Preparing to Explore Networking

K Exploring Networking

L Evaluation Form

ATTACHMENT A

AGENDA

RESOURCE SHARING CONFERENCE

OCTOBER 25-26, 1979 COUNTRY SQUIRE INN, EUGENE

CONFERENCE THEME: NETWORKING - BRIDGING RESOURCES WITH NEEDS

THURSDAY, OCTOBER 25

9:00 a.m.	Coffee and Rolls Conference Registration	
10:00	Introduction ●Conference Background ●Conference Design and Expectations	 George Katagiri Virginia Thompson
10:45	Status Report of Dissemination Programs ●Elements of Dissemination - "Nearly Everything You Wanted to Know About Dissemination but Were Too Befuddled to Ask" ●Some Current Efforts of National Dissemination Processes ●An Oregon Perspective	 Virginia Thompson Don Egge
12:30 p.m.	No Host Lunch	
1:45	Plotting Existing Resources and Services	
2:45	Refreshment Break	
3:00	Identifying Our Roles, Needs, Interests and Contacts	Joe Pascarelli
4:30	Informal Session ●Special Resource Displays ●Computerized Search Demonstration	 Rod Slade
5:30	Social Hour	
6:30	DINNER Special Guest Speaker: Dr. Ed Ellis, N.I.E. "The Role of N.I.E. in School Improvement Programs"	
8:00 - 9:30	Displays, Demonstrations and Interactions	

FRIDAY, OCTOBER 26

8:30 a.m.	Coffee and Rolls	
9:00	Networking: A Fresh Perspective • Videotaped presentations by Matthew Miles Seymour Sarason Allen Parker • Small Group Discussions	Joe Pascarelli
11:30	No Host Lunch	
1:00	Towards a Sharing Network: A Panel Representing Various Perspectives Federal Agency - Ed Ellis, NIE Regional Activities - Virginia Thompson, NWREL State Agency - George Katagiri, Oregon Department of Education Higher Education - Del Schalock, Teaching Research ESD - Jim Maxwell, Lane ESD Local District - Pat Atkinson, LaGrande Schools	
2:30	Refreshment Break	
2:45	Planning a Sharing Network • What Have We Here? • Where Do We Stand? • What Are Our Next Steps? • Where Do We Go From Here?	Joe Pascarelli Virginia Thompson
4:00	Adjournment	

OREGON RESOURCE/DISSEMINATION CONFERENCE
October 25-26, 1979

OREGON RESOURCE INVENTORY

A notebook containing descriptions of educational resources and services available to Oregon educators is currently under development. When completed, this notebook will provide a picture of the Oregon resource base and suggest ways these resources might be expanded and shared.

On the following pages you will find:

- Some draft descriptions displaying the kinds of information being gathered for the resource notebook
- A list of Oregon educational resource providers who have contributed information about their agency or project as of Tuesday, October 23, 1979

These materials will be discussed and used during the Thursday, October 25 afternoon session.

B-2

ID # tbs

NAME PROMISING PRACTICES DIFFUSION PROJECT

ACRONYM N/A

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DESCRIPTORS

Adoption (Ideas)
*Career Education
*Demonstration Projects
*Diffusion
Disadvantaged Youth
Handicapped Students
Information Networks
Junior College Students
*Vocational Education

IDENTIFIERS

*Diffusion Projects
Oregon Educational Resources
Promising Practices

OVERVIEW

The purpose of this project is to develop a statewide system for enabling widespread adoption of proven programs in vocational and career education. Technical assistance and support are provided through Regional Coordinators to local school districts in Oregon.

Special emphasis is given to programs in community colleges and those designed for disadvantaged and handicapped students.

Promising Practices are defined as processes and/or materials that address significant educational needs and have been determined effective.

TARGET AUDIENCE(S)

Educators, administrators and students in vocational and career education in Oregon

CURRICULAR AREA(S)

All vocational areas and career education programs at all levels are included.

SERVICES PROVIDED/COSTS

Services and support provided include inservice for developers and implementers, technical assistance to adopters, substitute reimbursement for teachers and travel reimbursement for on-site visitations.

These services are available to educators in vocational and career education in the state. Call or write for detailed information.

PUBLICATIONS AVAILABLE/COSTS

- An implementation kit for use by Regional Coordinators is under development.
- Program flyers are available upon request.

FUNDING SOURCE(S)

Oregon Department of Education
Vocational Education Research and Exemplary Programs

DATE 10/79

B-3

ID # tbs

NAME LA GRANDE MIDDLE SCHOOL
INSTRUCTIONAL MEDIA CENTER

ACRONYM IMC

ADDRESS 1108 4th Street
LaGrande, Oregon 97850

PHONE (503) 963-4171
CONTACT Pat Atkinson
TITLE Media Specialist/ODE Linker
PHONE/EXT (503) 963-4171 ext.277

DESCRIPTORS

Audiovisual Coordinators
Audiovisual Instruction
*Information Dissemination
*Information Retrieval
Information Services
*Instructional Materials Centers
Instructional Media
*Media Specialists
Resource Materials

IDENTIFIERS

Oregon Educational Resources

OVERVIEW

The IMC program assists the entire school population of School District #1, Union County, by providing a variety of services and resources to educators and students. Services have also been made available on occasion to educators throughout Union County*.

IMC staff serve as Oregon Department of Education (ODE) Linkers, providing information on resources and services available from the ODE, the Northwest Regional Educational Laboratory (NWREL) and other public and private sources.

* Cove, Elgin, Imbler, North Powder, Union and LaGrande schools have all received IMC services.

TARGET AUDIENCE(S)

Staff members and students of Union County schools. The largest percentage of use is within the LaGrande schools.

CURRICULAR AREA(S)

All curricular areas are served.

SERVICES PROVIDED/COSTS

Research services to educators, as well as technical assistance in the use of materials and equipment, are provided. Services are at no cost to the requestor.

PUBLICATIONS AVAILABLE/COSTS

The IMC makes available several publications developed and provided by other agencies:

- Catalog of New Materials for Administrators, Teachers, Linkers and Learners, developed and provided by NWREL
- Current Index to Journals in Education, developed by ERIC and provided by the ODE
- Resources in Education (RIE), indices developed by ERIC and provided by the ODE

FUNDING SOURCE(S)

Local district funds

DATE 10/79

B-4

ID # tbs

NAME PHILOMATH SCHOOL DISTRICT 17J

ACRONYM N/A

ADDRESS P.O. Box 591
Philomath, Oregon 97370

PHONE (503) 929-3169
CONTACT Jan Mix
TITLE Curriculum Director
PHONE/EXT (503) 929-3169

DESCRIPTORS

*Curriculum Development
Curriculum Planning
Educational Administration
Elementary Grades
*Inservice Teacher Education
School Administration
*School Districts
Secondary Grades

IDENTIFIERS

Oregon Educational Resources

OVERVIEW

The curriculum of District 17J is competency based. Our six-year plan involves assessment, planning with written documentation and a well-planned implementation phase. We are following the textbook cycle to determine sequence of subject areas.

The curriculum director is responsible for organizing and developing a K-12 sequential and systematic program in all subject areas. Implementation is the joint responsibility of the curriculum director and the building principals, with principals taking responsibility for assuring that implementation decisions are carried out in the classroom.

TARGET AUDIENCE(S)

Classroom teachers and students in grades K-12

CURRICULAR AREA(S)

Our programs provide a sequential, systematic curriculum for educators in all subject areas.

SERVICES PROVIDED/COSTS

The administration provides materials, organization and consultation, and arranges for training and assistance for classroom teachers. There is no charge.

PUBLICATIONS AVAILABLE/COSTS

- District competency based Health Guide (1978)
- PL94-142 procedure/policy booklet(1979)
- District competency based Social Science Guide (completed December 1979)
- High school graduation (competency) booklet (1979)
- Criterion-referenced writing evaluation materials (1979)

FUNDING SOURCE(S)

Local district funds

DATE 10/79

OREGON RESOURCE PROVIDERS

Groups which have developed and submitted draft descriptions of their organizations as of October 23, 1979.

LOCAL EDUCATION AGENCIES

La Grande Middle School Instructional Media Center - La Grande

Multnomah County School District 1 Educational Media Department - Portland

Philomath School District 17J - Philomath

West Linn School District 3 Library - West Linn

EDUCATIONAL SERVICE DISTRICTS

Clackamas County ESD - Marylhurst

- Regional Career/Vocational Education Office

Douglas ESD - Roseburg

Harney ESD - Burns

- Joint Cooperative Title I Project
- Learning Resource Center/Math Center
- Special Education Services

Lane ESD Teaching Resource Center - Eugene

Linn-Benton ESD Information Retrieval Service - Albany

Malheur ESD - Vale

Multnomah ESD - Portland

- Oregon Facilitator Project (NDN)

Yamhill ESD Instructional Media Center - McMinnville

OREGON DEPARTMENT OF EDUCATION - Salem

Community College Division

ESEA Title IV-C

Guidance, Counseling and Testing

Reading Center

School Finance and Data Information Services

State Textbook Commission Library

Student Services Section

UNIVERSITIES

Oregon College of Education Learning and Activities Resource Center - Monmouth

Oregon State University Library (Kerr Library) Information Retrieval Service - Corvallis

University of Oregon Library Online Retrieval Service - Eugene

Teaching Research Dvision, Oregon State System of Higher Education - Monmouth

R&D LABORATORIES/CENTERS

ERIC Clearinghouse on Educational Management - Eugene

Northwest Regional Educational Laboratory - Portland

OTHER RESOURCE PROVIDERS

Ad Hoc Interagency Council for the Continued Professional Development of Educational Personnel - Marylhurst

Bethel, Eugene, Springfield Teacher Center (BEST Center) - Eugene

Mid-Willamette Valley Consortium for the Improvement of Education - Monmouth

Oregon Education Association - Tigard

Oregon Educational Coordinating Commission - Salem

Oregon Occupational Information Coordinating Committee - Salem

Promising Practices Diffusion Project - Corvallis

ATTACHMENT C

PROVIDED BY
DISSEMINATION PROGRAM
NORTHWEST REGIONAL EDUCATIONAL LABORATORY
710 SOUTHWEST SECOND AVENUE
PORTLAND, OR 97204 (503/248-6843)

Oregon Resource/Dissemination Conference
October 25-26, 1979

"Relationships Among Dissemination and School Improvement"

Report from Dissemination Process Seminar II*
Dissemination Support Services (NWREL)
Denver, Colorado, May 9-11, 1979

Participants at the Denver seminar were involved in the use of a problem-solving format to look at the relationships among dissemination and school improvement. There were four major strands: (1) school improvement and the principal's role, (2) change processes, (3) knowledge synthesis and interpretation, (4) how these relate to dissemination.

There is a whole range of people who can provide support to those people working in schools to help students. Paisley pointed out that the use of people as an information system is a field as specialized as the information itself; these people, in what is essentially an oral information system, may be known as consultants, technical assistance specialists, teachers or, currently, linkers. One of the most useful things these people can do, according to Ward, is to provide some systematic way of observing what is going on; some definition of steps, stages and options. Questions such as, "Where did you begin? What was the first step? How did you decide to do this?" provide an organized way of looking at the world in which the practitioner works.

Discussions during the seminar indicated that one very important goal in dissemination is that of helping practitioners increase their own capacity for school improvement processes. Although immediate and specific help is important, a consultant might do well to keep asking, "Is everything I'm doing helping the system to do this more on their own next time?" This capacity-building or facilitation is an important factor to Paisley -- "...it is our one opportunity to affect the change process in our roles as

* Compiled from presentations by Dr. Spencer Ward (NIE) and Dr. William Paisley (Stanford University).

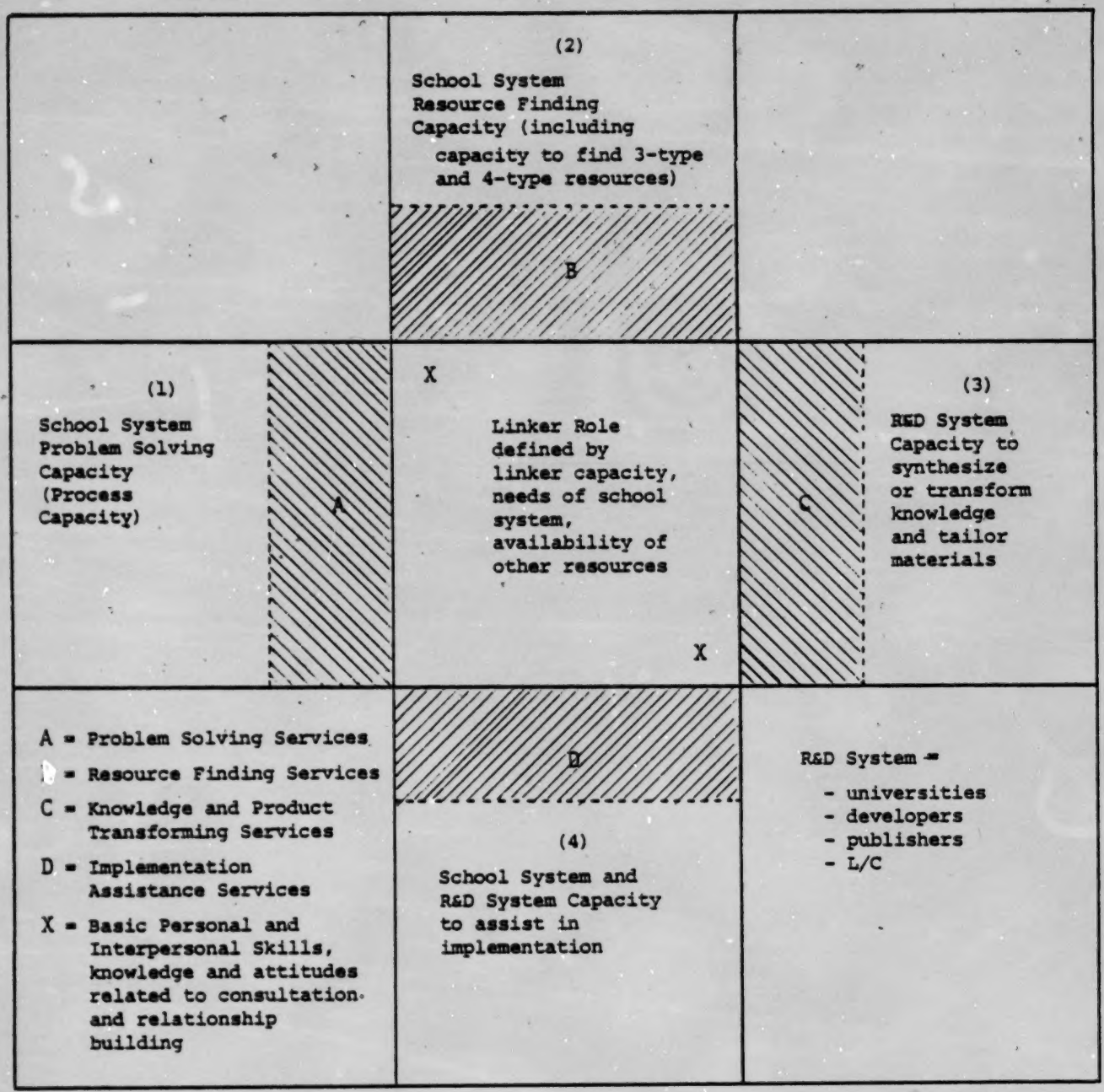
disseminators." He suggests that the services represented in the facilitation of improvement of school practices today are very different from those of ten or even five years ago. Clients in local schools today are frequently knowledgeable about changes they wish to make; "resource finding" services may, therefore, be less useful to them than before when educational information was less widely available. The greatest need today seems to be for technical assistance in facilitation of a decision that has been made but not yet implemented. Chart I displays the different aspects of the consultant role in response to needs. Basically, the consultant role is defined by the consultant's capacity (knowledge, skills, etc.), by the needs of the school system and by the availability of other resources.

Federal funding efforts (such as through the Office of Education) are responding to variations in school district needs for technical assistance by investing more heavily in programs such as the Title I Evaluation Technical Assistance Centers than in traditional information programs such as ERIC.

In most of the literature a change or innovation is considered to be a new program or product which is adopted or adapted by a school. The emphasis of Seminar II was more on the carrying out of the process or tasks leading to such an action. When facilitation takes this emphasis, the consultant can be viewed as helping the school personnel to: (a) assess a situation, (b) choose an optimum approach to resolution of the problem, (c) select specific options for each step (of the process leading to change), (d) carry out each task and subtask effectively, (e) integrate that activity into the ongoing school processes and structures. The school may need facilitation of the process at any point--at initiation, during analysis of options or, as Paisley indicated, after the planning process has resulted in a decision

Chart I

RELATIONSHIP OF LINKER OR CONSULTANT FUNCTIONS TO EXTERNAL ENVIRONMENT *


(2)
School System Resource Finding Capacity (including capacity to find 3-type and 4-type resources)
B
(1)
School System Problem Solving Capacity (Process Capacity)
A
X
Linker Role defined by linker capacity, needs of school system, availability of other resources
X
C
(3)
R&D System Capacity to synthesize or transform knowledge and tailor materials
A = Problem Solving Services
B = Resource Finding Services
C = Knowledge and Product Transforming Services
D = Implementation Assistance Services
X = Basic Personal and Interpersonal Skills, knowledge and attitudes related to consultation and relationship building
D
(4)
School System and R&D System Capacity to assist in implementation
R&D System =
- universities
- developers
- publishers
- L/C

*Spencer Ward, May 1979

to adopt a new program. Chart II illustrates these various consultant functions in the facilitation process and how each service is brought to bear on the school.

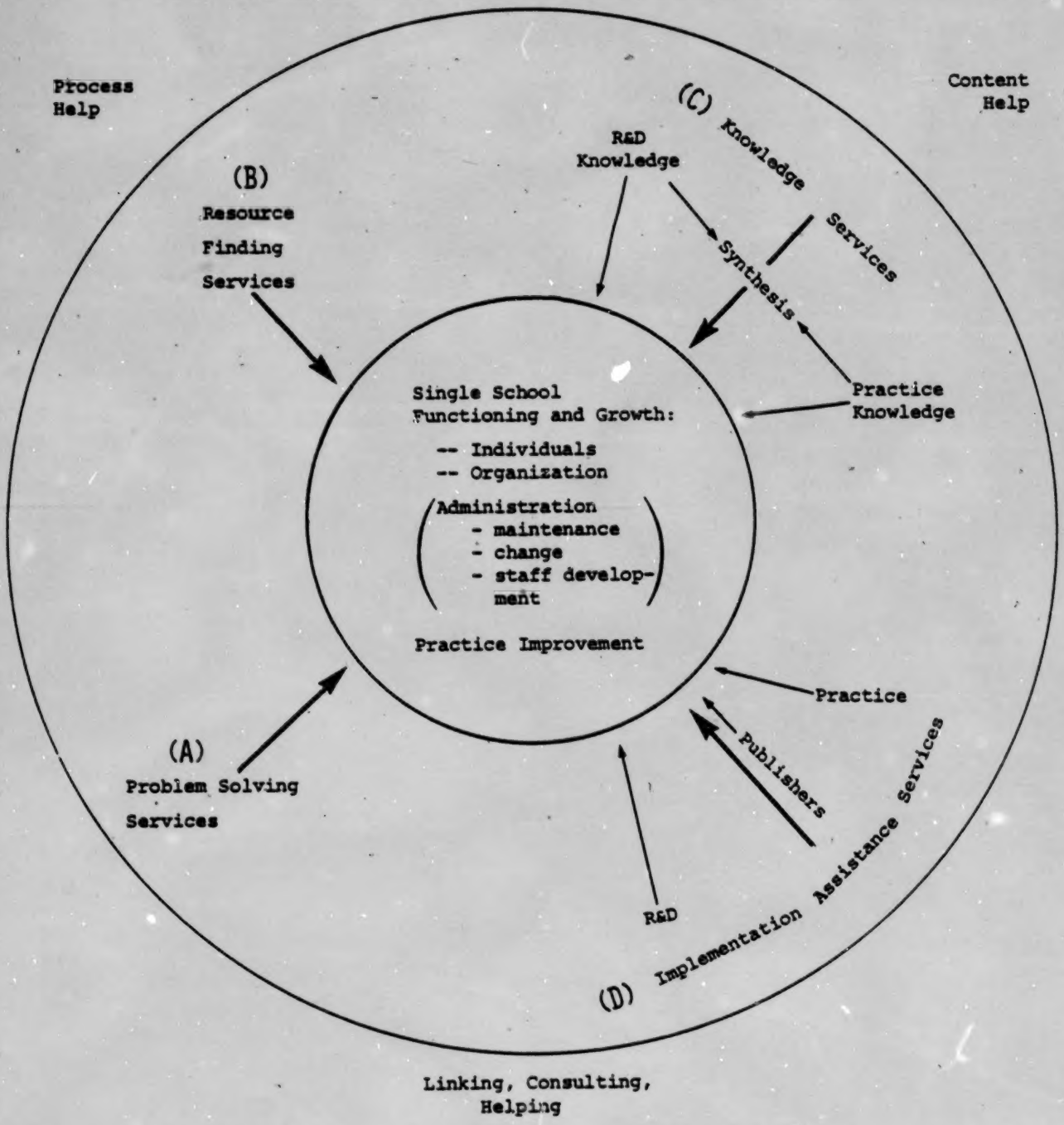
The needs of schools for various types of technical assistance services, resources and information has, as indicated earlier, led to a changing emphasis in funding for dissemination efforts. Specialized facilitation services are now available in many parts of the country; Paisley stresses that the challenge for a general-purpose dissemination program is not to duplicate these services, but to coordinate and articulate them. If this is done, dissemination systems can be of positive influence in school improvement efforts.

> Ten years of experimentation with educational information systems have proved beyond any reasonable doubt that the combination of a printed information resource and an interpersonal contact point or "interface" can serve the information needs of education effectively. (Paisley, May, 1979)

Ann G. Murphy
University of Oregon
October, 1979

Chart II

SUPPORTS FOR SCHOOL FUNCTIONING AND PRACTICE IMPROVEMENT *



*Spencer Ward, May 1979

ATTACHMENT D

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710 SOUTHWEST SECOND AVENUE
PORTLAND, OR 97204
(503/248-6843)

Oregon Resource/Dissemination Conference
October 25-26, 1979

Excerpts from

Networking

by

Matthew B. Miles

I. The Idea of Networking

Definitions

We need a working definition of "network" itself. At the most abstract, a network is simply a set of nodes or points connected by lines or links. There is often the implication that various things (such as messages, objects, energy, etc.) travel along the lines which thus serve as channels. In social networks the nodes are persons, groups or organizations. The things which travel between the nodes are socially relevant. So a network is a connected set of social actors exchanging socially relevant material. For this discussion we will naturally be emphasizing educationally relevant networks.

Social networks may be formally instituted or informally emergent; they may be transorganizational or internal to existing organizations; they may be fully-known and visible to their members, or so dispersed that their members do not fully know or understand the network of which they are a part. They may have no "center," or one center, or more.

The label "networking" can be used to refer to:

1) the ongoing operation of a network; the "systematized, more efficient interactions" among members (Parker)
2) the operations necessary for a network to produce particular kinds of outputs (e.g., "networking to disseminate innovations")
3) the products of a network (e.g., directory of participants, a catalog of curriculum materials)
4) the tactics carried out to develop a new network
5) the interventions used for building or enhancing networks.

In this paper the label "networking" will be used to refer to deliberate efforts to create or strengthen networks.

If system resources are allocated to the following functions --

1. Routine operations (carrying out tasks)
2. Repair or system maintenance
3. Specific changes (innovation in the system)
4. Development (innovation of the system, self-renewal, system building, etc.) -- then in terms of the present discussion, "networking" refers primarily to function 4. The issue is essentially one of creating capability where none existed, or enhancing existing capability.

Is Networking Possible?

As with the aerodynamically unfeasible bumblebee who does in fact routinely fly, networking does seem to be possible. The practical experiences reported by Dalin and Goodlad and the many case histories assembled by Parker suggest rather clearly that networks can be deliberately enhanced, even created. Practitioners of networking do exist, and it is

in principle possible to explicate what they do, and why it works. A clear understanding of these matters seems to be a good way ahead at present, but it is certainly not inaccessible. Thus networking is possible, even if it may be difficult on theoretical grounds.

General Goals of Networking

The focus should be on efforts to enhance/create networks which:

1. Bring about educational improvement (as contrasted with those which deliver health services, provide therapy for troubled persons, govern cities, or oppose the government's involvement in a way);
2. Are durable, "reasonably" self-sustaining (will not require continued governmental subsidy for survival and effectiveness); and
3. Will add to knowledge and lore about networking (are studyable during the process, are exemplars, can serve as research and/or demonstration sites).

II. Networking: Possible Influences on Strategic Choice

On what does how you decide to do networking depend? In thinking about any particular networking strategy (and its associated tactics), there are presumably some prior considerations -- variables to keep in mind as alternative networking approaches are weighed. Networking in any particular situation is so full of practical and political issues, so dense with unanticipated outcomes, so beset with the incalculable, that prescriptions for strategies and tactics are not now possible -- and may never be. However, something of how strategic choice might be affected by certain background variables can be understood in a general and abstract way.

The General Frame

The general "frame" within which one views "the problem" for which networks are a proposed solution is an extremely basic background variable. The frame serves, in effect, as a kind of grand strategic backdrop. It dictates the implicit functions of a network, the types of flow it will end up carrying and thus the incentives for participants, and the types of change that can be anticipated if networking is successful in creating or catalyzing a functioning network. Table 1 summarizes several basic "frames" and their relationships with network functions.

Networks, like life, are not firmly and reliably categorizable into any single one of these frames; most real-world networks have multiple functions and induce many different types of change simultaneously.

Frames do frame, but networkers who are aware of their frames, and can go outside them rather than being limited by them willy-nilly, will probably consider a wider range of strategic options.

TABLE 1

PROBLEM-DIAGNOSTIC FRAMES AND THEIR CONSEQUENCES FOR NETWORKS

Frame	Network Functions	Primary Flow Types	Anticipated Change
Backwardness/obsolescence	Modernization	Knowledge Objects Evaluation	Diffusion of new technology
Inequity	Justice assurance	Power, influence	Equitable distribution of resources
Stagnation	Revitalization	Affect	Energy increase
Isolation, resource poverty	Cosmopolitanization	Knowledge Labor	Resource increase
Anomie	Creation/ restoration of community	Affect Evaluation	Shared value, meaning, support
Unshared craft	Diffusion of competence	Knowledge Evaluation	Refinement and extension of craft knowledge

ATTACHMENT E

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Oregon Resource/Dissemination Conference
October 25-26, 1979

Excerpts from

Book Review* by Larry Hirschhorn, University of Pennsylvania

of

Human Services and Resource Networks

Seymour B. Sarason, et al

This book describes and analyzes a set of experiences the authors had in developing a network of people who live and work in Essex County and New Haven, Connecticut. A Mrs. Dewar, long-time community leader, initiated the project because of an interest in the possibility of having nonprofit organizations exchange resources and benefits to their mutual benefit. The faculty at Yale, Mrs. Dewar, and people who worked in schools and human service settings began a long and fruitful network relationship through which ideas and plans on ways to increase inter-organizational exchange were developed.

Two themes emerge from the authors' analysis of their experiences. One, in a period of resource scarcity and fiscal austerity, barter exchanges between human service organizations might be the most effective if not the only way to identify the best use of human resources and to redeploy them according to plan. Two, there is significant evidence that people are dissatisfied with their work, particularly in large service bureaucracies. Networks, the authors suggest, address both issues. They offer a method for resource exchange and mobilization outside the constraints of the

* Journal of the American Institute of Planners, Vol. 44 #2, April, 1978.

money economy, and they expand the level of resources by increasing the productivity of once bored and isolated people who give more of themselves when they finally find interesting work.

The authors suggest as they describe their experience, that a network is very much a system of people interacting at the boundaries of their formal organizational roles. Networks evolve by integrating people who have organizational commitments yet who come together not as representatives but as interested persons who are looking for satisfaction and fulfillment in the roles. A network is based on a deliberate confusion between people as role performers versus people in their own distinctive "personhoods." In this context, networks emerge as general forms of social interaction that recognize this role confusion by maximizing the tension between our roles and our construction of what we authentically are.

Hirschhorn notes that the Essex County experience is an attractive model for planning. Remove people from their narrow representational roles and network them informally. Promise no money, tell them no lies, but facilitate discussion and awareness about the potentials for resource exchange and mobilization in which all could gain. Start small and don't think big.

It is an appealing model, slightly utopian, but the authors' experience and analysis suggest that such an approach could touch upon fertile soil. Yet there is a danger in such a networking thrust. Networking will never substitute for politics, it cannot overcome or end-run the politics of conflict.

Politics remains the bottom line for mobilization of resources. At most, networks should be seen as learning systems in which people, removed from the constraints of the roles and operating at the role-personhood boundary, learn to plan the allocation and mobilization of resources outside the inhibiting constraints of the present political setup. Networking effects, in other words, will be indirect. They will establish a climate for organization activity in which the narrowness and inhibitions imposed by local, state, federal and market determined relations can be critically scrutinized on the basis of the new and real experiences that networks provide.

Networking offers a new vision of resource exchange and mobilization based on local planning and self-management; it presents a new way to structure productively the role confusion of postindustrial life, and it gives hope that the political stalemate might be broken in a new climate of awareness about community exchange and cooperation.

ATTACHMENT F

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Oregon Resource/Dissemination Conference
October 25-26, 1979

Excerpts from

"Networking": Educational Program Policy for the Late Seventies

by

Saul B. Cohen and Elizabeth Lorentz

Much of what gets done in life is accomplished through loose, informal arrangements that exploit sets of connections among people. In effect, ideas and actions circulate within and among networks of people. They are energized, supported, evaluated and modified, in making their way from inception to implementation.

Most networks that involve people just happen -- they are rarely planned and engineered. The most successful and long-lived people networks are the ones that remain open to newcomers. They are sustained by the influx of new people and new ideas. These kinds of networks provide multiple pathways along which individuals can establish links with one another and to third parties and beyond.

Theory and Structure of Networking

"People" networks are voluntary associations in which individuals from a variety of jobs, class and personal perspectives participate out of a sense of enlightened self-interest. Network members define other members as resources whom they can exploit in tackling a problem.

Networks are not groups of people with identical interests. They consist, instead, of people who can tackle a problem in common from

different vantage points, who can exchange different points of view, and who can find strength in a certain amount of challenge and opposition. A network is a group, then, that finds ways of pulling together, deriving strength from overcoming forces that tend to pull the group apart.

For people networks to work, they must not only be open to the entry of new or diverse persons, they must also be structured so as to encourage flexible hierarchy. On any given issue to which the network addresses itself, it should be possible to change the hierarchical structure to take advantage of individual resources and talents.

Networks are functional systems dealing with matters of actual or potential need. By being able to adopt new missions and objectives networks avoid becoming "relict" systems.

Who are members of networks? People with something in common, who are not satisfied that their home bases offer them the variety of resources they need to exchange information, learn new things, give and receive help, and to fulfill their desires for personal development and for self-expression. Networks are an idea exchange in action settings. Because the settings are detached from the individuals' day-to-day operational base, a wide variety of problems can be addressed more effectively.

The Structure of a Network

People networks operate in settings structured to facilitate interaction. This structure has several elements:

1. Mechanisms for identifying and cataloging members in terms of what they have to offer as resources.

2. Techniques for mapping or charting the sequence of actions that emerge as a result of the network's bringing individuals and agencies into contact with each other.
3. Resource exchange banks which balance out the demands upon individual members who are called upon to tap the resources of institutions or agencies for network tasks. The resources exchange insures multiple-way rather than one-way flows.
4. Membership recruitment policies that ensure that the boundaries of the network will remain open, by deliberately planning for infusion of new people.
5. Building in structural flexibility by organizing network subgroups as operational groups. Clients play an active role in refocusing the work and, in fact, become part of the operational group as both a receiver and giver of services.
6. Settings for the network and its subgroups that are never fixed. The setting chosen is the one which is most appropriate for the problem at hand. Neutral ground is the key phrase -- the network belongs to everyone and thus to no one.
7. Organizing a network requires the services of a coordinator who can bring and keep together people of different talents, help them grow and develop, be sensitive to new problem areas that need to be addressed by the network, and be scorekeeper.

The people networks which this article addresses are integrative networks -- those whose members work on a full exchange basis -- each fulfilling self-interests while helping others. Networking can be a means for engineering a process of human interaction. It is this approach which the author seeks to promote as practical for federal educational policy.

ATTACHMENT G

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Oregon Resource/Dissemination Conference
October 25-26, 1979

Excerpts from

"Networks for Mutual Assistance

and

Collaborative Development"

by

Charles L. Thompson
October, 1976

Responses to more than a decade's frustration with attempts to improve American schools through Federal investments of over a billion dollars in research and development and billions more in categorical aid have been characterized in many cases by conflict, doubt or even bitter resignation. But the frustration has also stimulated research and thoughtful analysis concerning the educational change process itself, and the products of this work have in turn yielded a new image of the country's educational system. The image is of a decentralized configuration of school districts and other agencies, with certain key institutional factors within the district heavily influencing the fate of innovation or improvement efforts (see Clark and Guba, 1974; Berman, McLaughlin et al, 1975).

The purposes of this paper are (1) to argue for a change strategy which takes cognizance of this research and analysis and which seeks to go with, augment, and stimulate the flows of change revealed in the new image, (2) to sketch in the rough outlines of such a strategy, (3) to articulate questions about it, and (4) to call for a program of research designed to answer these questions.

The Central Question

The main question is: "Given a decentralized education system, and given that informal, person-to-;erson contact plays an important role in the exchange of ideas and advice within that system can and should the Federal Government seek to strengthen and extend the social networks through which experiences, insights and innovations frequently flow?"

We propose that a strategy for Federal support of local educational improvement which we call "networking" is more in tune with educators' spontaneous problem-solving behavior than is a completely centralized strategy, and that it may help build the problem-solving capacity which Federal support for local improvement efforts presumes.

Research findings show that local factors are more crucial in accounting for successful versus failed implementations than are Federal policies or the nature of the "technologies" (curricula or other predefined treatments). Clark and Guba (1974) feel that the "systems perspective" on educational knowledge production and utilization is based on a number of assumptions which conflict with important realities in American education. The various agencies that populate the educational community do not, as the systems perspective assumes, share common goals. Nor is there a set of sanctions that enable a central agency to entice or compel each state department of education, each university, each local school district, each regional laboratory, every other educational organization to fall into line behind a single set of goals and to cooperate in achieving them. The notion that America's various educational institutions are or can be arranged in a system in which a tightly linked chain of national research, development and dissemination determines practice in the country's 17,000 school districts is unrealistic -- and contrary to a number of widely-shared American values, as well.

As an alternative to the unrealistic "systems" view of knowledge production and utilization, Clark and Guba propose a "configurational view." This view depicts American education as "... a configuration of quasi-independent institutions and individuals living together for selected common or overlapping goals and functions."

Effectiveness of efforts for educational improvement can be enhanced by helping people at the local level develop their own capacity to identify their problems and invent or search out solutions to them. In its present state of development, education is more of a craft than a precise technology. The craft of education could potentially advance more rapidly if incentives and opportunities for exchange among the "craftsmen" and "craftswomen" were improved.

For this paper we will adopt the rough, generalized definition of "network" which has been abstracted by Sarason and his associates from their cross-disciplinary literature review:

> The units studies in various fields have included individuals, families, organizations, electrical circuit elements, media broadcasting stations, telephone lines, among others. These units are seen as linked together and/or interacting in a structure that resembles a net or network. Webster defines a network as a "fabric or structure of threads, cords, wires or the like crossing each other at certain intervals, and knotted or secured at the crossing." Such an image connotes an interrelatedness among the units composed of (a) direct linkages and/or interactions of any one unit with certain other units and (b) indirect linkages and/or interactions of any one unit with many other units attached by chains of linkages and/or interactions to the units to which it is directly attached. These generalizations hold across all the fields reviewed here. (pp. 135-136)

We can say, however, that the "units" of interest to us are individuals (including, but not limited to teachers, principals, local

and state education agency administrators, researchers, and parents and other citizens) and organizations (again, including but not limited to schools, school systems, intermediate service agencies, state education agencies, institutions of higher education, technical assistance groups, and research organizations).

Strengths and Limitations of Informal Social Networks

Matthew Miles and Dale Lake see as the prime strength of informal social networks their capacity for providing members "low energy access to trusted information" (1975). Thomas Allen, in a paper on communication networks in R&D organizations--a population one would expect to be far more rationalistic and systematic in its problem-solving behavior than are educational practitioners--cites several studies that emphasize the importance of informal social networks. He identifies the minimal energy demands and trust characteristics of such networks as variables that account for researchers' preference for them over other sources of expertise (Allen, 1970).

Though informal social networks have a number of characteristics which make variations on them promising as systems for information and idea sharing, they appear to have important limitations and disadvantages, as well:

Geographical limitations

According to House, Hagerstrand found that "the communication links of the average individual rapidly decrease in number with the square of increasing distance" (p. 8, emphasis added). Improved technology in communications and transportation have introduced only a minor distortion into this curve.

Hierarchic structure

House cites studies by Tornquist (1970), and Gould and Tornquist (1971) that indicate that nearly all contracts external to many organizations are made by top administrators. Little or no contact exists between middle and lower level personnel. Yet these are the levels responsible for actually implementing most innovations.

Governmental barriers

The fact that each of our 17,000 school districts is a separate unit and that links between and even within districts appear to be poorly developed --impedes lateral flow.

Fragmentation

The isolation of the "research community" from practitioners, not to mention fragmentation by disciplines is legendary. Informal social networks appear to cross these boundaries rather seldom. Similar boundaries may exist between teachers and administrators, and even between different roles and specialities within these categories.

Overcoming the Limitations While Preserving the Strengths

The mixed assessment of the strengths and weaknesses of informal social networks leads us to the following questions:

> Can social networks that mimic the best characteristics of informal networks be created or catalyzed? Can social networks--whether natural or catalyzed--extend their geographical, numerical, professional and intellectual range and sharpen their focus on problems and substantive issues without losing their best characteristics?

Obviously, when one begins to consider strengthening or extending existing networks, or even catalyzing new ones, the term "informal" is no longer applicable. Yet research and the accumulated experience of a number

of people with whom we have talked indicate that personal relationships may well be the keys to successful networking.

Although we cannot make the distinctions very precisely, we would distinquish in a rough way among degrees of formalization in the networks of interest to us: the informal, the formal, and the non-formal.

1. Informal networks develop in an unplanned, "natural" way as people with compatible purposes, interests, norms, and values happen to meet each other and spontaneously form more or less enduring, if intermittently activated relationships. An informal network is an interlocking set of intermingled relationships, both personal and professional.
2. Formal networks are established deliberately. The roles and role relationships among persons in the network are explicitly prescribed and bounded by formal goals, rules and procedures
3. Non-formal networks, like informal networks, consist of interlocking personal relationships. But, as in a formal network, purposes are specific. Non-formal networks also deliberately arrange for their members to engage in the sorts of exchange, collaborative problem-solving, and so forth that they might naturally engage in, but to do so more frequently, thoroughly, and reflectively.

The three categories are probably best regarded as ideal types, which rarely occur in their pure forms. That is, a formal network, like a formal organization, has its informal dimensions. Personal relationships grow up on the basis of initially formal role relationships. And as in a formal organization, these "organic" relationships probably have important functions. In fact, one might hypothesize that the development of such relationships is crucial to the success of apparently formal networks.

Network Purposes and Activities

Purposes of Networks

By examining materials on a number of networks and by talking with people involved in them, we have begun to develop a sense of the range of purposes which networks can serve and the range of activities they use to accomplish these purposes. In this section we will lay out a rough categorization of purposes; in the next a categorization of activities.

We plan to study networks that:

1.	enable practitioners, citizens, and researchers to do a more effective job of solving their educational problems	(networking as a problem solving strategy)
2.	develop organizational forms that help people improve their their educational problem-solving (e.g., teachers' centers, citizen information centers, community mental health centers, and others)	(networking to develop problem-solving strategies)
3.	help newcomers set up and operate organizations or other settings that improve educational problem-solving.	(networking to diffuse problem-solving strategies)

There are, of course, several other purposes actually or potentially served by networks. A partial list would include networks that:

4.	spread a single completely developed programmatic innovation, either simple or complex	(networking to disseminate a single programmatic innovation)
5.	serve as channels for developed and "validated innovations, either generally or in specific areas of concern	(networking to disseminate validated innovations)
6.	interrelate the range of organizations that provide services to a given population (e.g., the hospitals, clinics, schools, employment agencies, and other agencies in the central city)	(networking to coordinate services)
7.	enable organizations to purchase service they could not otherwise afford (e.g., computer-sharing among colleges and universities)	(networking to purchase services)

We would stress that this list is only partial. We offer it as a first rough cut at developing a typology, and to locate our own planned activities within the range of existing net works.

Activities of Non-Formal and Formal Networks

Our informal reconnaissance of deliberate networking efforts

indicates that their central staffs engage in the following kinds of activities:

a. "brokerage" or referral

examples: toll-free telephone lines
newsletters
directories or catalogues
referral by mail

b. technical assistance/training

examples: process consultation
advice-giving
workships
seminars

c. facilitation of information/insight exchange

examples: journals containing articles by members
conferences
joint problem-solving sessions
personnel exchange among members
exchange of visits among members

d. research and development

examples: policy analyses
case studies of members' work
occasional studies on special problems
systematic development of innovations

e. political action

examples: lobbying

f. contracting for research and development which members cannot perform for themselves.

Questions About Networks

From discussions with a number of people interested in social networks as vehicles for the improvement of education, and from our reading, a series of questions have emerged as salient for us. Many of them derive from "lessons" others have drawn from their experiences with networking or from theory and research in related areas. To our knowledge,

in none of these "lessons" is there sufficient evidence to merit the status of a "conclusion" which should guide interventions to catalyze or strengthen networks. But they have served to advance our thinking and to frame the questions we ask.

1. What is known about the workings of informal, naturally-occurring networks in education? What are the implications of this knowledge for deliberate efforts to employ a "networking strategy" for educational improvement? What further research should be done on the aspects of informal networks that are relevant to deliberate networking efforts?

   This paper argues that informal networks are very influential channels of communication in education and cites educators' analysis of their experience, research from areas outside of education, and some studies within education to support the argument. Our sense is, however, that to date, very little systematic, empirical work has been done squarely on the workings and effects of informal networks in education. This sense requires confirmation or disconfirmation by a thorough review of the literature in the six to eight relevant disciplines for which "network" is an important concept and a topic of study. The review should also spell out the implications of what is known for further research.

2. What is the "glue" that holds a network together?

   Kathleen Devaney of the Teacher's Center Exchange at Far West Lab emphasizes the importance of a common purpose and common values as a bond among the "members" of the network. Saul Cohen, a political geographer at Clark University, looking at networks through the lenses of open systems theory and human resource exchange, sees the <u>quid pro quo</u>

as the organizing principle.

The capacity of the network to help its members maintain or improve their positions in their organizations or committees is important, according to Per Dalin of IMTEC. Don Davies of the Institute for Responsive Education at Boston University sees the instrumental value of the network in helping its members solve immediate, concrete problems as the key to its survival.

3. Under what conditions, if any, should a network's central staff provide direct technical assistance to members?

Based on his experience with the Technical Education Research Center networks, Allen Parker gives the network staff's technical assistance function considerable prominence. Kathleen Devaney, by contrast, appears virtually to rule out such a function, portraying the issue as a choice between networking and technical assistance. The conflict between Devaney and Parker on this issue appears partly real, partly semantic, and partly a result of differences in the nature of the network and characteristics of network members they have studied.

The questions of the extent to which network staffs should provide technical assistance, the style of such technical assistance as should be provided (if any), and the alternatives to technical assistance (e.g., joint problem solving sessions involving members with problems and members who have experience in addressing similar problems) are certainly among those research should address.

It may be that different combinations of "brokerage," the facilitation of direct communication among members, and technical assistance are appropriate to populations characterized by different purposes, degrees of sophistication, geographical dispersion, etc.

4. What role does written information play in the operation of an effective network?

Malcolm Shaw of Education Systems and Designs questions the value of written information:

> There is certainly something to be said for sharing success, experience, innovations, and data of common concern. However, for all of the reasons mentioned in the Ford report and in the Rand document plus our own experience, information sharing needs some kind of support other than that which has been given in the past. For example, we have been able to supply superintendents with new training models, online data regarding supervisory practices and other information concerning the "openness" of systems. We rarely get any significant response from this even though it comes from peers. The only way we have been able to get people to really utilize new information is in some kind of training or problem-solving setting with local support and local involvement (i.e., a regional meeting of Texas school superintendents was extremely effective).

In separate presentations at a session of the 1976 AERA meeting, however, John Emrick and Miriam Stearns of the Stanford Research Institute cited experience or evidence that certain kinds of written materials desscribing a program developed in one school can be effective in enabling other schools to implement very similar if not virtually identical programs.

5. How important to the success of educational improvement networks are committed, competent local innovators?

Parker (1971) argues that the interactive network strategy turns on certain assumptions about the role of the local "champion of innovation" in social and technological change. He uses the rather dramatic term "champion of innovation" to refer to a person of outstanding competence, resourcefulness, and energy who develops or adopts an innovation and persists through numerous obstacles to effect its implementation. A flexible, supportive organizational environment may reduce the number and severity of the obstacles encountered, Parker maintains, but many unanticipated obstacles (psychological, cultural, and social as well as technical) will inevitably present themselves, and only the extraordinary efforts of the champion of innovation and his or her associates can overcome them.

If Parker's assumptions are correct, then several questions become important:

--How can potential champion of innovation be identified?

--How do these persons get their ideas for new practices and materials?

--How can networks most effectively support local champions of intervention?

t. What are the essential components of a network?

Parker (1971) argues that to be successful, interactive networks must include at least these five components: (a) a problem-oriented goal with facilitating objectives, (b) voluntary participants concerned with the goal, (c) an information exchange or clearinghouse, (d) a facilitating staff,

and (e) temporary cooperative projects.

a. A problem-oriented goal with facilitating objectives.

If, as Clark and Guba point out, the first priority of most individuals and organizations in the education community is "keeping school" or some other operational activity, then potential participants will likely be interested, not in the process of networking, but primarily or solely in the network as an instrument for achieving their own objectives. This implies that (a) the goal of the network must be oriented to the felt problems of participants--not to the process of networking itself or to a problem perceived and specified by the network's staff, and (b) the goal must be an umbrella under which people with overlapping, complementary, and sometimes conflicting objectives can gather.

b. Voluntary participation concerned with the goal.

If participants must be paid to take part in the network activities, one might question the intrinsic utility of the network to their efforts to solve some pressing problem. Of course, some payments by the exchange staff to members may be necessary to defray travel expenses and to free their time for special work on behalf of the network.

c. An information exchange or clearinghouse.

The exchange acts as a contact point and information clearinghouse for network participants. From requests to

the exchange, the network's staff can identify areas where workshops would be productive. The exchange also can be an interface between the social network and computer information networks. When gathering and disseminating information in response to requests, network staff may draw on ERIC and other data bases. We should hypothesize that to do so effectively, they would have to be conversant in the world of practice as well as in educational research and development. At the same time, they would have to maintain the personal contacts in both worlds which help them preserve the trust and low energy expenditure required by participants to "tap the network" efficiently. As they translate between the "two worlds," network staff would be helping to blur the distinctions between them. That is, if practitioners invent or adapt solutions to their problems, write or collaborate on case studies, provide assistance to others, and otherwise act as network participants, they are playing the roles of researcher, developer, and technical assistance agent.

d. A facilitating staff

As we have already noted, among people experienced in networking there are important differences of opinion regarding the proper role of the central staff. But most seem to agree that the facilitation of exchange among members in networks of some size requires a skillful, committed, full-time staff.

e. Temporary cooperative projects

If we assume, following Clark and Guba, that the goals of members of the education community are "emergent and

idiosyncratic" rather than prespecified and common, then we may expect that network members' priorities will shift over time, and that not all members of a network will want to participate in any given cooperative project. For network staff, this poses the following problem: how can needs and opportunities for temporary cooperative projects be identified, how can such projects be organized, and how can they be terminated when they have served the participants' purposes?

Summary

We have argued in this paper that because the education sector is populated by a large number of loosely-linked organizations, each of which has its own emergent, idiosyncratic goals, a Federal policy that assumes or requires a tightly-linked system in which a sequence of research, development, diffusion, and adoption of innovations determines actual behavior in schools will inevitably fail to produce genuine educational improvement. This is not to say that research and the development of innovations are unnecessary. They are clearly important building blocks in any Federal policy for educational improvement. But without a capability in the schools for problem identification and thoughtful development or selection of responses to these problems, and without a corresponding capability for effective implementation of the selected "solutions," innovations are frequently adopted in faddish waves and are poorly implemented.

In pursuit of ways to improve this situation--to help schools develop a capacity for self-renewal--we have turned first not to ideal models of problem-solving behavior which could be packaged for "installation" in the schools, but to the actual behavior which educators currently

display in response to the problems they face. We believe that the development and diffusion of idealized models of problem-solving is likely to meet with the same fate which has greeted the development and diffusion of many innovative educational programs for students. And we hypothesize that a strategy which takes existing realities and dynamics into account and which attempts to build on them is more likely to succeed.

Further, we believe that there is indicative, if not conclusive evidence that educators frequently draw on "networks" of personal contact within the profession when they are faced with problems or important decisions.

ATTACHMENT H

OREGON RESOURCE/DISSEMINATION CONFERENCE
October 25-26, 1979

READINGS
ON
DISSEMINATION AND CHANGE

Compiled by

Dissemination Support Service

Northwest Regional Educational Laboratory
710 Southwest Second Avenue
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for

Dissemination Processes Seminar II
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I - GENERALIZATIONS ABOUT DISSEMINATION, UTILIZATION, AND PLANNED CHANGE TAKEN FROM THE RESEARCH LITERATURE (AS SUMMARIZED BY R. HAVELOCK, ALAN GUSKIN, AND STAFF IN PLANNING FOR INNOVATION).

1. Successful dissemination and utilization of knowledge usually requires short-term and long-term planning.

2. D&U is made more effective if there is a rational division of labor to carry out the necessary functions of diagnosis, information retrieval, research, development and application.

3. D&U is facilitated by strong formal organizational leadership and a leadership structure which consciously provides for planning, monitoring, coordination and facilitation of D&U functions.

4. D&U is facilitated by informal opinion leaders, particularly when these opinion leaders are innovative in orientation and have considerable influence over a large number of colleagues.

5. The adoption of new ideas and practices is strongly influenced by the perceived norms of the user's professional reference group. If the new behavior is seen as desirable or representative of the best practice "in my profession," it is more likely to be adopted.

6. Informal person-to-person contact is an important factor in effective dissemination, particularly when the user is at the trial stage.

7. Individual adoption behavior follows a sequence which includes the steps of "initial awareness," "interest," "evaluation," and "trial."

8. The user's need is the paramount consideration in D&U.

9. User-initiated change is likely to be stronger and more long lasting than change initiated by outsiders.

10. User's needs cannot be served effectively until an effort has been made to translate and define those needs into a diagnosis which represents a coherent set of problems to be worked on.

11. To be truly helpful and useful, resource persons must be able to simulate the user's problem-solving processes.

12. To derive help from resource persons (and resource systems) the user must be able to simulate resource system processes; e.g., to appreciate research knowledge he must understand how research knowledge is generated and validated.

13. Effective utilization requires reciprocal feedback.

14. (Linkage) Resource systems need to develop reciprocal and collaborative

relationships not only with a variety of potential users but also with a large diverse group of other resource systems.

15. (Linkage) Users need to develop reciprocal and collaborative relations with a variety of resource systems (cosmopoliteness).

16. (Structure) Effective utilization of complex innovations must be preceded by coherently coordinated research, development and evaluation.

17. (Structure) The user system should have an adequate internalized problem solving strategy, i.e., an orderly set of processes for need sensing and expression, diagnosis, resource retrieval and evaluation.

18. (Openness) Effective knowledge utilization is a self-fulfilling prophesy: the user's expectation that effort (in retrieval and application) will pay off is a good indicator that it will.

19. (Openness) A willingness to listen to new ideas is an important prerequisite to change.

20. (Openness) A willingness to take risks is an important requirement for successful innovation.

21. A willingness to make an effort to adapt innovations to one's own situation is an important prerequisite to effective utilization.

22. (Capacity) Those who already possess the most in the way of resources and capabilities are the most likely to get even more.

23. (Reward) Anticipated profit (reward) is a major incentive for diffusers and users of innovations.

24. Rewarding encounters with new knowledge lead to expectations that future encounters will also be rewarding.

25. (Proximity) When we bump into one another and have the chance to observe and stimulate one another by reason of being in the same place at the same time, we will inevitably learn from one another.

26. (Proximity) Users who have close proximity to resources are more likely to use them.

27. (Synergy) To achieve effective utilization, a variety of messages must be generated pertaining to the same innovation and they must be directed as the potential user in a purposeful sequence on a number of different channels in a number of different formats. The resource system must act synergistically, bringing together a variety of messages and focusing them in combination, in sequence and in repetition upon the potential user.

28. (Values) New ideas and innovations which clearly contradict pre-existing values will not get very far in a user system whereas those which appeal to cherished values will.

III - THIRTEEN "KNOWNS" ABOUT DISSEMINATION

NOTE: These thirteen points are taken from a memorandum for Harold Hodgkinson and Mike Smith by Jack Green and Senta Raizen of the Dissemination Resources Group, National Institute of Education.

What do we know about dissemination-utilization in education? Major insights from the literature and our own experience include the following:

1. People will use the information most readily available, whether or not it fully meets their needs. Practitioners prefer succinct, non-technical information and, if possible, first hand observation.

2. Interpersonal communication--people-to-people interaction--is the most important factor in effective dissemination. The human element is critically important in efforts to link research to practice.

3. Methods of seeking and using information vary greatly according to the user's role and specific need--behavior ranges from random browsing to highly purposeful searching of an organized information base (alone or through an intermediary).

4. Adoption of innovation occurs in relatively distinct (though not necessarily linear) stages often cited as awareness, interest, evaluation, trial and adoption.

5. Several factors influence the speed with which new ideas are adopted. These include:

   - characteristics of the adopters (are they innovators, early adopters, laggards?)

   - characteristics of the adopting unit (it is open or rigid? does it reward innovation behavior?)

   - characteristics of the innovation under consideration (what is its relative advantage? is it easily installed or is it complex, with far reaching organizational, financial and political implications?)

6. Educational innovations are seldom, if ever, "adopted." A process of mutual adaptation occurs in which both the innovation and the local situation undergo changes. If viewed as necessary and healthy, this process can deliberately be made to work for the desired improvement.

7. The most innovative schools make conscious arrangements to insure the use of new ideas: successful change seldom occurs haphazardly. Successful innovators do not all follow the same structure, but they all follow some structure.

8. Effective knowledge utilization is most likely to occur in settings where there is a willingness and a capacity to explore a wide range of alternative solutions to problems, i.e., openness to new ideas is virtually synonymous with innovativeness. Problem solving should be seen as an iterative process wherein greater clarity in problem definition occurs over time as perceptions of the "problem" itself change. High capacity systems (in terms of wealth, intelligence, power, status, education, size, sophistication) are more likely to be innovative, having more "risk capital" at their disposal.

9. Resistance to change is firmly entrenched and lies at both the rational and emotional levels. People change because the change is rewarding to them personally, to their group, or to their institution--processes leading to successful innovation must have payoff value to all parties concerned.

10. Redundance is an important factor in innovation. A single exposure to a new idea is rarely a sufficient stimulus for innovation. Potential users require repeated exposure to an innovative idea, in the same medium or different media and from various sources, before becoming sufficiently motivated to innovate. This is one aspect of what Havelock calls the "synergy" factor.

11. Successful implementation requires early involvement of those to be affected and those who will share responsibility for carrying out the innovation.

12. Outside thrusts (e.g., Federal interventions) last for only a limited period of time. Sustained follow-through and local ownership (both psychological and financial) are required for sustaining an innovation or a new capacity. Rapidly changing Federal priorities can be destructive in this regard, particularly in efforts requiring a stable, sustained commitment to building capacity in the field.

13. In all fields, knowledge utilization occurs most frequently and most readily when there are open collaborative relations among researchers and developers, "linkers" such as SEA and teacher education personnel, and the ultimate users of client groups.

VI - OVERVIEW OF RECENT DISSEMINATION/DIFFUSION LITERATURE

Several recent accounts of research and practice in the area of dissemination/diffusion models and strategies for educational change (Hall and Alford, 1976; Fullan and Pomfret, 1975; Berman and McLaughlin, 1975; Cheever, Neill and Quinn, 1976; Seiber, 1976) together provide a number of helpful insights into potential dissemination and diffusion efforts.

Stanford Research Institute's (SRI) Review of Dissemination/Diffusion Models

In 1974, the U. S. Office of Education established the National Diffusion Network (NDN) and charged it with the goal of communicating about and helping local schools adopt and use promising ideas and practices about such things as curriculum, instruction, and classroom management. At the same time, the Stanford Research Institute (SRI) was contracted to evaluate the effectiveness of NDN's activities. As part of this evaluation effort, Hall and Alford (1976) reviewed the literature related to diffusion. Even though many diffusion models were identified, three of these are most relevant for current work of the ITCP. These are the *Research, Development, Dissemination Model,* the *Configuration Model,* and the *Innovative Process Model.* Following are Hall and Alfords' descriptions of these models.

> The *RD&D* model . . . assumes that a large investment of resources coordinated and directed to specific important social objectives will result eventually, via some linkages between institutions, in the widespread adoption of high-quality and useful educational innovations. . . The *RD&D Model* has been criticized recently. . . (because). . . the institutions responsible for educational innovation are not necessarily related to each other in an orderly, logical system. . . but rather relate as complex configurations of overlapping and occasionally competing functions.
>
> The *Configuration Model* describes educational knowledge, production and utilization institutions as relating to each other in a . . . decentralized community, with complex relationships and institutional characteristics.

> The model implies that policy regarding education innovation should realistically reflect this complexity by encouraging the adoption of a greater diversity of approaches to innovation than is currently considered appropriate under the systems view of educational knowledge, production and utilization.
>
> The third model, the *Innovative Process Model,* focuses almost exclusively on the Local Education Agency (LEA). The model hypothesizes three major phases in the innovation process: initiation, implementation, and incorporation. Perceived outcomes of implementation define success from the point of view of the participants. . . Since. . . implementation is defined as the adaptation of an innovation to local conditions, innovations originating outside an LEA should be left in a highly unfinished state, and any assistance from outside an LEA should be highly nondirective in nature. (pages 3 and 4)

The Review by Fullan and Pomfret

Fullan and Pomfret (1976) recently reviewed research relating to curriculum implementation for the National Institute of Education. From a search of ERIC files and dissertation abstracts, they identified twenty-seven studies conducted since 1970 that addressed issues of implementation of new school practices. Most of the studies concerned curricular change, but the authors also included studies of organizational changes such as differentiated staff and open education. In addition to identifying many methodological problems in this field of investigation, the most significant finding of the Fullan/Pomfret review is that the process of introducing and implementing change in schools is far more difficult and complex than our current views envision. The twenty-seven studies point out that most efforts are unsuccessful and that issues relating to implementation (actual use) have not been considered as thoroughly as those associated with adoption (intended use).

Fullan and Pomfret come out with strong policy recommendations including:

- conceptualize implementation as a problematic negotiation process characterized by conflict over goals, means and resources
- provide structures and support for users to define their own needs and to develop and/or choose their own solutions

The Rand Studies

Under sponsorship of the U. S. Office of Education, the Rand Corporation recently concluded a multi-year investigation of federally funded change agent programs. Surveys of 293 projects and 29 case studies were conducted on change programs funded under Title III, Innovative Projects, Title VII, Bilingual Projects, Vocational Education Act's Exemplary Programs, and the Right-to-Read programs.

As with the studies reviewed by Fullan and Pomfret, the Rand Studies by Berman and McLaughlin (1975) document the complexity and lack of success of many educational change projects. They specify the importanct of conceptualizing adoption seperately from implementation and use and conclude by stating four critical conditions that are necessary for a successful implementation strategy:

- a receptive institutional setting characterized by a problem-solving attitude rather than opportunism for available funds
- involvement of local participants in planning and the promotion of mutual adaptation
- provision of staff training tailored to the local setting and conducted by local personnel
- provision for "repackaging" of existing products or providing new project materials, e.g., for combining materials for teaching reading that come from a number of publishing houses

Experiences from the National Diffusion Network

A recent publication edited by Cheever, Neill and Quinn (1976) reports fifty-three short case studies from the file of the National Diffusion Network. Each case provides a brief description of a change effort by a local education agency and details the need that was addressed, the solution found and project events and effects. The strategy followed by the NDN in these efforts consists of helping local agencies match needs to promising program practices existing elsewhere. If a local agency decides to adopt and use an externally developed program, the developers and demonstrators of the program assist with training of staff at the site, follow-up and trouble-shooting during implementation, and technical assistance.

Even though the authors of the various case studies make no claim to the reliability and validity of the findings, they do say they have learned the following from their collective diffusion experiences.

- information about successful practices alone does not lead to adoption and use of them
- successful adoptions are those that address local needs
- decisions to try new programs must be jointly made
- successful implementation is tied to careful planning, understanding of program philosophy and goals, adequate training
- institutionalization of programs depends on the fit to local needs, the extent of adaptation and local commitment

Discussion and Implications for ITCP Dissemination/Diffusion Efforts

The findings from Fullan and Pomfret's review of five years of curriculum implementation literature, Berman and McLaughlin's theoretical and empirical work, and lessons based on the field experiences of the National Di-fusion Network members are summarized in Table 1.

Table 1

A Summary of Recent Diffusion and Implementation Research Findings

NATIONAL DIFFUSION NETWORK	BERMAN AND MCLAUGHLIN	FULLAN AND POMFRET
Awareness • Awareness sessions alone are usually not sufficient to lead to a decision to adopt. Followup and personal contact between developer and adopter are generally also needed. • The local school should be provided the best information possible and an opportunity for demonstration or visits so that a decision on adoption can be made by the school, not for the school. **Exploring Fit** • Successful adoptions cannot occur unless the local school first recognizes that something is lacking in its school and defines its needs. • Adoptions are more successful when the adopting site invests time and effort assessing the qualities and characteristics of the innovation and determining the degree to which they meet the site's needs, requirements, capabilities, and interests. **Commitment** • ...the actual decision to try a new program must be a joint one.... • In adoptions teachers and administrators need peer and community support. If a new and innovative program is to be supported beyond the tryout period, it must be prolonged and made known to the community; it must be evaluated, and the result must show success. • Since the effectiveness of a new program depends greatly on the people managing and teaching it, they must be involved in decision-making and feel some ownership in it. **Preparing for Use Training** • Organized implementation assistance has proved to be a key factor in successfully improved educational practices. • Teachers and administrators need to gain an understanding of the philosophy and process underlying a particular program if they are to implement it successfully. • Adequate training must accompany any attempt to adopt a new program, and those trained must have someone to turn to for help when problems arise. • Training in program management as well as program content increases the chances of a successful adoption. • ...a linkage system...increase the number of people who can train others in the ideas and techniques of a new program. **Institutionalization** • The program must be tailored to the local community to guarantee a comfortable fit. • Adaptations cannot be bought. Federal money should be used sparingly, to encourage trial, but local commitment must be demanded right from the start.... • The scope and nature of a program affect its diffusion. Long-range or process oriented programs are most difficult to implement fully.... • Adoption can produce new ideas and practices that benefit the developer and other users as well as the adopter.	**Initiation** • School districts seldom search for better practices; nor does information about promising practices stimulate them to look outside their district...when demand for change exists, it arises from a response to local need, not generally as a result of awareness of successful innovations that took place elsewhere. • The mere adoption of a new practice does not lead to better student outcomes because implementation is shaped locally and varies greatly across sites. **Implementation** • Effective implementation depends on the receptivity of the institutional setting to change. • Effective implementation is characterized by the process of mutual adaptation. Encouraging adaption is the key to effective implementation. • Schools vary in their capacity to deal with innovations and effective implementation requires: 1. Adaptive planning—involvement of local participants in planning 2. Staff training keyed to local setting—very practical activities tied to frequent and regular meetings 3. Local material development—repackaging existing products and creating new ones **Incorporation** • Innovations that emphasize adaptation training and local development generally continue if initiated with strong local support.	**Characteristics of the Innovation** • Characteristics of the innovation including role implications should be made explicit. • Two-way feedback should be established between developers and users so mutual adaptation can occur. **Strategies** • Incentive systems should encourage planning and implementation, not merely adoption. • Resource support in terms of time should be provided and time perspectives for expecting implementation should be lengthened. • Inservice training is important but not necessarily sufficient. It depends on innovation and desire of users for the innovation. Evaluation early in a project should be aimed at facilitating implementation rather than judging successes or failures. **Characteristics of the Adopting Unit** • Create a capacity as well as a commitment to use an innovation. • Provide structure and support for users to define their own needs and to develop or choose their own solutions.

Even though the separate groups of investigators have used different concepts to categorize their findings and lessons and even though they were addressing somewhat independent problems, the correlation between their conclusions and recommendations are strikingly similar. These findings and lessons fall into four categories.*

First, the evidence disturbingly concludes that a large percentage of programs to promote innovation have failed. A decade of effort has left an array of programs and products, a multitude of schools who have adopted and intended to use these programs and products, but few instances of actual use. Fullan and Pomfret, Berman and McLaughlin and members of the National Diffusion Network all conclude that the current models and strategies for diffusion and change have been insufficient.

Second, emphasis has been placed on adoption rather than on the stages of implementation and institutionalization of change efforts. Findings argue for increased support for and research into the processes of implementation. They suggest that effective implementation depends strongly on the process of mutual adaptation, adequate planning and staff training, and local tailoring of programs and materials.

Third, the *RD&D Model* of change used so successfully to develop new programs and materials has been challenged for its lack of conceptual adequacy to promote effective diffusion and improvement of school practices. An increasing amount of evidence suggests that people in schools seldom search for better practices nor does information alone stimulate them to change.

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*We recognize that the application of findings about implementation of curricular innovations to understanding implementation of process oriented instructional systems for educators is not exactly direct, but it is all we have. Further contributions to understanding how the process of implementation varies with the type of innovation has yet to be made.

The assumptions that an innovation moves in a linear fashion from research to development to adoption to use at the local level can now be questioned.

Sieber (1976) very recently drew the same conclusion:

> This linear assumption has little basis in fact and indeed research has yielded many situations to the contrary. A genuine problem might not appear until a new practice has been installed simply because it was popular; a need may not be felt until a person becomes aware of a publication about a new practice; a solution might be embraced prior to the acquisition of resources for problem solving; and so on. (page 4)

Fourth, all of these investigators argue for what might be called a "user-oriented" approach to innovation and change. This approach would require viewing change from the perspective of the user and encouraging case-by-case adoptions. If we accept the findings of the Rand Studies, this approach will require adaptive planning among installers with flexibly developed systems and user groups, and staff training keyed to local needs.

Richard I. Arends
NWREL
June 1976

VII - PROGRAMMATIC NEEDS INFERRED FROM IMPLEMENTATION RESEARCH

Inferred Needs	Hall and Alford	Berman and McLaughlin	Fullen and Pomfret
INITIATION--practices that lead to effective program start-up			
1. Successful program initiation depends upon the existence of a "felt need" by local users	*Successful adoptions cannot occur unless the local school first recognizes that something is lacking in its school and defines its needs.*	*When demand for change exists, it arises from a response to a local need, not generally as a result of awareness of successful innovations that took place elsewhere.*	*Provide structure and support for users to define their own needs and to develop or choose their own solutions.*
2. Innovative programs are more likely to succeed when the users themselves select a solution that best fits their felt needs	*Adoptions are more successful when the adopting site invests time and effort assessing the qualities and characteristics of the innovation and determining the degree to which they meet the site's needs. requirements, capabilities, and interests.*	*The local school should be provided the best information possible and an opportunity for demonstration or visits so that a decision on adoption can be made by the school, not for the school.*	*Provide non-directive development packages that enable users to tailor their own solutions.*
IMPLEMENTATION--practices that lead to effective program follow-through			
1. New practices are more successfully implemented when assistance is given to increase the school's capacity to use the innovation	*Organized implementation assistance has proved to be a key factor in successfully improved educational practices.*	*The projects that were implemented most smoothly had either a project director of district resource personnel whose understanding and experience (both in project methods and in the local setting) enabled them to make specific suggestions to help teachers implement the project.*	*Create a capacity as well as a commitment to use an innovation.*
2. Effective implementation needs continuous involvement of local users in planning and decision making	*Since the effectiveness of a new program depends greatly on the people managing and teaching it, they must be involved in decision-making and feel some ownership in it.*	*Schools vary in their capacity to deal with innovations and effective implementation requires adaptive planning--involvement of local users in ongoing planning sessions.*	*Conceptualize implementation as a problematic negotiation process characterized by conflict over goals, means and resources.*

Inferred Needs	Hall and Alford	Berman and McLaughlin	Fullen and Pomfret
3. Effective implementation needs mutual adaptation between program design and the program's institutional setting	*The program must be tailored to the local community to guarantee a comfortable fit. Adaptation can produce new ideas and practices that benefit the developer and other users as well as the adapter.*	*We believe that a successful implementation strategy is one that promotes mutual adaptation. By doing so, it is the most likely to produce significant and persistent teacher change and holds the best prospects for the long-run achievement of project goals.*	*Two-way feedback should be established between developers and users so mutual adaptation can occur.*
4. Effective implementation needs processes that help users gain ownership of an innovative program by internalizing the program's philosophy and processes.	*Teachers and administrators need to gain an understanding of the philosophy and process underlying a particular program if they are to implement it successfully.*	*The value of producing one's own project materials can provide an important opportunity for staff to work through and understand project precepts and to develop a sense of "ownership" in project methods and goals.*	*Create. . . a commitment to use an innovation.*
5. People need practical training and easy access to consultation as they implement an innovative program.	*Adequate training must accompany any attempt to adopt a new program and those trained must have someone to turn to for help when problems arise.*	*Training was significantly related to project outcomes only when it was tied to the specifics of project operation and to the practical day-to-day problems of the project participants.*	*Inservice training is important but not necessarily sufficient. It depends on innovation and desire of users for innovation.*
6. Users need incentives and assistance to fit program management practices with the unique needs of the innovation and its institutional settings.	*Training in program management as well as program content increases the chances of successful adoption.*	*The attitudes of administrators in effect tell the staff how seriously they should take project objectives. Unless the project seems to represent a district and school priority, teachers may not put in the extra effort and emotional investment necessary for successful implementation.*	*Characteristics of the innovation including role implications should be made explicit.* *Resource support in terms of time should be provided and time perspectives for expecting implementation should be lengthened.*

INCORPORATION--practices that lead to effective project continuation

Inferred Needs	Hall and Alford	Berman and McLaughlin	Fullen and Pomfret
1. Project continuation needs activities that build strong local support among users and community members	*If a new and innovative program is to be supported beyond the tryout period, it must be prolonged and made known to the community; it must be evaluated and the result must show success.*	*Innovations that emphasize adaptation training and local materials development generally continue if initiated with strong local support.*	*Provide structure and support for users to define their own needs and to develop or choose their own solutions.*

PROVIDED BY
DISSEMINATION PROGRAM
NORTHWEST REGIONAL EDUCATIONAL LABORATORY
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AGM/lvw

ATTACHMENT J

PREPARING TO EXPLORE NETWORKING

1. What are the essential components of a Network?

2. What is the glue that holds Networks together?

3. What is the most productive relationship between Networks and the settings from which their members come?

4. What incentives for Networking currently exist? What additional incentives might be created?

5. What constraints on Networking currently exist? How might some of the constraints be loosened?

6. How can peer learning and collaborative problem-solving among Network members be facilitated?

7. How can Networks be created and maintained as open systems so that exchange, individual expression of self and mutual help can occur?

8. As we explore Networking, to what extent are we willing to examine our own worlds and reflect upon Networking in a context of concrete examples?

ATTACHMENT K

EXPLORING NETWORKING

1. What do you believe are the core ideas of these presentations?

2. What do these presentations make you think about?

3. What do these presenters want you to believe?

4. What are your agreements with these ideas?

5. What are your disagreements with these ideas?

6. What actions do these presentations suggest to you?

7. Additional thoughts/feelings/notes.

Northwest Regional Educational Laboratory
DISSEMINATION PROGRAM

ATTACHMENT L

OREGON RESOURCE/DISSEMINATION CONFERENCE
October 25-26, 1979

EVALUATION FORM

Using the scale provided, please rate each of the following in terms of the value the session had for you.

Session I: Introductions and Background Information

No value — Very valuable

Comments:

Session II: Status Report of Dissemination Programs Including a National and State Perspective

No value — Very valuable

Comments:

Session III: Reviewing Existing Resources and Services

No value — Very valuable

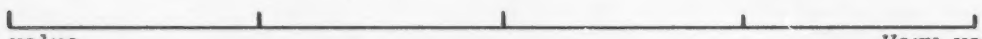
Comments:

Session IV: Displays, Demonstrations, Etc.

No value — Very valuable

Comments:

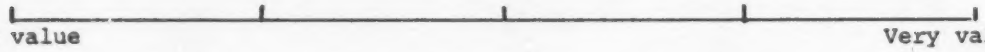
Session V: Video Tapes of Networking Presentations



No value Very valuable

Comments:

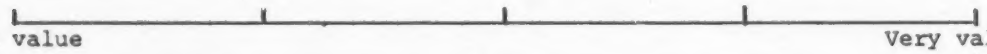
Session VI: Towards a Sharing Network--A Panel.....



No value Very valuable

Comments:

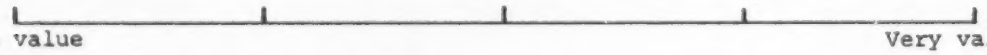
Session VII: Towards a Sharing Network/Job-Alike Groups



No value Very valuable

Comments:

My overall rating of the conference is that it has been:



No value Very valuable

Comments: